DOCUMENT RESUME

ED 279 065 EA 019 185

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TITLE Preservice Teachers' Expected Attrition from the Classroom: An International Dilemma.
PUB DATE Mar 87
NOTE 26p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Career Planning; *Cross Cultural Studies; Developing Nations; Education Majors; Faculty Mobility; Foreign Countries; Higher Education; *Preservice Teacher Education; Sex Differences; Socioeconomic Background; Socioeconomic Status; *Teacher Persistence; Teaching (Occupation)
IDENTIFIERS *Nigeria

ABSTRACT

This study attempted to ascertain the degree to which teacher attrition rates may affect future educational trends on a cross-national basis and to identify particular characteristics, such as class, gender, or academic achievement, that might be associated with those teachers electing to leave and those expecting to remain in the classroom. Socioeconomic status (SES) and its role as an indicator of academic and career expectations are emphasized, and how SES affects the expectations of male and female students from a similar background is examined. The University of Ife in Nigeria and the University of Central Florida, two relatively new schools with similar student populations, were chosen for the study and 200 education majors from each campus were randomly selected to complete questionnaires designed to reflect SES and education and career expectations. Conclusions suggest that while attrition rates will continue to rise, students in the study who expected to remain teachers were not less qualified academically than those expecting to leave teaching. Results also suggest that class is related to student career expectations, but primarily for females; males sampled showed little if any association between career expectations and their family's SES. Included are 13 references and 5 tables. (WTH)

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Preservice Teachers' Expected Attrition From the Classroom: An International Dilemma

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Comparative and International Education Society
March 12-15, 1987
Washington, D. C.

EA 019 185

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Preservice Teachers' Expected Attrition From the Classroom:

An International Dilemma

In 1985 Central Florida schools lost 10 percent of their classroom teachers, though no staff reductions were made (State of Florida, Department of Education, 1986). At this rate school administrators can expect a 50 percent teacher turnover every five years. Yet the problem of teacher attrition is not unique to Florida. Previous research into retention rates for teachers throughout the U. S. suggests that between one-quarter and one-third of all teachers will eventually leave teaching (Charters, 1970; Mark & Anderson, 1978; Chapman & Hutcheson, 1982). One study predicts that up to one-half of all teachers will leave the field within ten years (Schlechty & Vance, 1981).

The problem of teacher recruitment and retention in Third World nations is even more severe, given the rapid growth of the populations, continued economic restraints and the desire by some governments to promote universal education schemes. In the case of Nigeria the teaching profession has suffered considerably from high attrition rates, even though the government continues to experiment with a variety of programs aimed at improving the conditions of service and levels of remuneration (Adesina, 1977).

The effects of high teacher turnover rates within American and Nigerian teaching pools have far reaching implications for those responsible for staffing, as well as for those professionals involved with career counseling and the design of teacher training programs.

Research also suggests that educators should not only be concerned with quantitative aspects of teacher retention rates, but with qualitative factors as well. Studies suggest that those who have elected to remain in the teaching

field are, for the most part, less academically proficient than those who leave teaching (Schlechty & Vand, 1981; Weaver, 1979).

With these issues in mind, this paper will attempt to ascertain the degree to which teacher attrition rates may affect future educational trends, on a cross-national basis, and to identify particular characteristics, such as class, gender, or academic achievement, which might be associated with those teachers electing to leave, and those expecting to remain in the classroom.

In particular, this paper will focus on the factor of socioeconomic status and its role as an indicator of academic and career expectations, even more so, in certain circumstances, than a student's intelligence.

Though various studies (Dobson & Swafford 1980; Dubey et al 1979; Onyabe 1977) underscore the important effects of socioeconomic status and educational attainment, we must question whether these relationships remain constant for all students. In particular, does the level of socioeconomic status affect the expectations and educational attainment of male and female students in a similar manner?

Rubin and Zavalloni's study (1969) on the aspirations of Trinidad youth, which explores the effects of class, race, and gender suggests that male and female students from the same socioeconomic background may have quite dissimilar expectations. This awareness that particular levels of socioeconomic status may produce varying outcomes when mediated by gender is also discussed in Sewell and Shah's study (1977) of socioeconomic status, intelligence, and educational attainment among American youth in Wisconsin.

This sampling of cross-cultural studies suggests that a variety of socioeconomic factors may affect women's educational and career expectations more than those of men. This paper will not only attempt to ascertain expected teacher attrition rates, but will also ask if education majors enrolled in

American and Nigerian universities hold differing career expectations with respect to class, and if these patterns remain constant over gender.

Methodology

The field research for this study was conducted at the University of Ife, Nigeria (UNIFE) from 1983 to 1984, and at the University of Central Florida, Orlando (UCF) from 1986 to 1987. These universities are relatively new institutions (both established in 1963), and each serve regional populations within their respective countries. At the time of the field research the University of Ife had a total graduate and undergraduate population of about 10,000 students, while the University of Central Florida had approximately 16,500 students. Within UNIFE's Faculty of Education, which had an enrollment of approximately 1,100 undergraduates, 200 third and fourth year students were randomly selected to complete questionnaires designed to reflect socioeconomic status (SES) as well as education and career expectations. Two hundred juniors and seniors were also randomly selected from approximately 1,200 undergraduates enrolled in the College of Education, University of Central Florida to complete similar questionnaires. The 400 education majors from the two campuses included 203 female and 197 male students.

The data were evaluated using simple percents to determine the characteristics of students involved in the study, as well as major trends in educational and career expectations. Particular attention was paid to factors of class and gender and how they might be associated with expected career goals and attrition within the field of education.

Student Profiles

The student sample at the University of Central Florida, which consisted of 143 female and 57 male education majors, reflected a broad cross-section of the local population. Using parents' level of education as indicators of relative SES the sample was evenly distributed among high, middle and low SES groups, with each SES level representing about one-third of the student sample (see Table 1). It was also noted that this cross-sectional nature of the UCF sample was maintained when the data were divided according to gender.

The preponderance of females in the random sampling of UCF education majors (72 percent) reflects to a great degree both the gender-differentiated university enrollment patterns and the realities of the modern job market found within Florida and the U. S. For example, while half of all students enrolled in any capacity at UCF were female, 80 percent of all education majors were female. The proportion of male and female U. S. elementary school teachers reflects a similar pattern of gender differentiation. Female teachers outnumber male teachers by a ratio of about 5:1 (Lipman-Bluman, 1984).

The Nigerian student sample, which consisted of 60 female and 140 male education majors, tended to reflect a similar broad cross-section of the local population (based on father's education and occupation, and on the number of items in their permanent homes), though low SES students were more heavily represented than other SES levels. As the data in Table 1 indicate, 28 percent of the Nigerian student sample came from high SES families, 30 percent came from middle SES families, and 42 percent came from low SES families. However, when one examines the enrollment of education students by gender, we see that male and female students did not come from a similar cross-section of SES backgrounds. While the majority (55 percent) of the female education majors

sampled came from high SES families, 54 percent of the male education students sampled came from low SES families.

The overrepresentation of male education majors (70 percent) in the sample reflected the enrollment realities of the Faculty of Education at the University of Ife where 71 percent of all students were male. It also reflects the male orientation of university enrollment and modern job sector employment within Nigeria, though females were more heavily represented in the field of education than in other faculties at UNIFE. (Overall male enrollment at UNIFE was estimated to be 78 percent in 1982.)

Expected Longevity Within Education Careers

To ascertain expected retention rates within their chosen careers, students were asked what career they expected to obtain shortly after completing their studies, and what was the most important career they expected to secure during their lifetime.

A review of career expectation data in Table 2 suggests several significant patterns. First, far more UCF students than Nigerian students expected to enter the field of education (in either an instructional or non-instructional position) shortly after completing their university studies (96 percent and 72 percent respectively). This difference may, in part, be attributed to the fact that few Nigerian students who entered university were allowed to choose freely their academic majors. To a large degree competitive entrance examination results and a system of quotas within the university delegated students to the various academic programs.

A second feature distinguishing the two student samples is that far fewer UNIFE students than UCF students intended to remain within the field of

education, in any capacity, throughout their lifetime (81 percent of the UCF sample, but only 39 percent of the UNIFE sample). This result may also be due in part to a lack of self-selection of majors by Nigerian university students, and by the fact that many of the Nigerian university students involved in the study expressed the notion that one of the most important factors affecting life changes was the possession of a university degree (regardless of major). And therefore, these education majors were simply capitalizing on their opportunity to attend university, whether or not they held any appreciable interest in education.

Though fewer UNIFE than UCF education majors expected to begin or remain within the field of education in any capacity, both samples displayed relatively low retention rates among those who expected to begin their careers as kindergarten through secondary school teachers (K-12). Whether Floridian or Nigerian, less than half of those education majors expecting to begin their careers as K-12 teachers expected to remain within the profession. For example, 94 percent of the UCF sample expected to begin their careers as K-12 teachers, but only 39 percent of the original sample expected to remain. Likewise, 36 percent of the Nigerian education majors expected to begin their careers as K-12 teachers, but only 16 percent expected to remain. Even when the teaching category was expanded to include university lecturer, similar attrition patterns were noted. Ninety-five percent of Floridian education majors expected to begin K-University teaching, including community colleges, but only 55 percent expected to remain. Likewise, 63 percent of the Nigerian education majors expected to begin K-University teaching, but only 24 percent expected to remain in those positions.

These expected attrition patterns within the teaching field have obvious and serious implications with regard to the cost-effectiveness of teacher

training, and the abiiity of school districts to establish a stable and experienced core of trained teachers. Though high teacher attrition rates are a serious problem in areas like Central Florida, which are currently experiencing population growth and economic expansion, they are even more serious in Third World nations such as Nigeria who are struggling to expand universal education programs in the midst of fiscal restraints and a rapidly growing population.

However, if educational planners are to cope effectively with such problems, it is necessary to look more carefully at factors which may be associated with expected teacher attrition. To this end, this paper will now examine the effects of gender and class on preservice teachers' career expectations.

The Effects of Gender on Education Majors' Career Expectations

When the data are analyzed by gender (see Table 2) we find that different patterns of career expectations emerge within the two university samples. Among those sampled at the University of Central Florida we find relatively equal amounts of male and female education majors expected to begin and remain in education careers (96 percent planned to begin, and 80 to 82 percent expected to remain in education), but when expected teaching careers are examined patterns of gender differentiation appear. For example, 94 percent of the female students, and 95 percent of the male students expected to begin their careers as K-12 teachers, while 45 percent of the females, but only 25 percent of the males expected to remain K-12 teachers. From the data it also appears that more male than female education majors at UCF plan to leave K-12 for university teaching. Thirteen percent of all female education majors sampled expected to obtain a community college or university teaching position later in life, while 23

percent of the male students sampled expected similar teaching careers. Thus, in the University of Central Florida sample, we find no gender differentiation with regard to entry level teaching careers, but later in life far more male than female education majors plan to abandon teaching altogether, or advance to a university teaching position.

No significant patterns of gender differentiation are readily apparent when the career expectations of the Nigerian student sample are examined. For example, 38 per cent of the female students and 35 percent of the male students sampled expected to begin their careers as K-12 teachers, while 13 percent of the females and 16 percent of the males anticipated retaining those careers. Similar results are found when the teaching category was expanded to include university lecturers. Sixty-five percent of the female education majors sampled, and 62 percent of the males sampled expected to begin their careers as teachers from K-University, while 23 percent of the females sampled and 24 percent of the males sampled expected to retain these careers throughout their lifetime.

In summarizing these data it seems that expected teacher attrition rates are a more serious problem for Nigerian than Floridian educational planners. Yet patterns of gender differentiation within the teaching force appear more prevalent in Florida than in Nigeria. While initially the latter result may be surprising, given the male orientation of the Nigerian universities and modern job sector, this paper will ask if the apparent lack of gender differentiation within the Nigerian sample may be due, in part, to the issue of class. If we recall that the female Nigerian sample came overwhelmingly from middle and upper SES families, while the UCF female sample reflected a broader cross-section, it is important to ask whether these variations in class may, in part, be responsible for differing career expectations. To explore this notion this

paper will now examine career expectations of UCF and UNIFE education majors sampled with respect to SES.

The Effects of Class on Education Majors' Career Expectations

From the data in Table 3 we find that regardless of SES, 92 to 95 percent of male and female education majors at the University of Central Florida planned to begin their careers as K-12 teachers. However, their commitment to remain K-12 teachers appears related to SES, particularly with respect to female students. For example, 38 percent of all female students from high SES families expected to remain K-12 teachers throughout their professional careers, as compared to 59 percent of all female students from low SES families. However, just the opposite pattern occurs with regard to university teaching. As the data in Table 3 indicate, four times as many female students from high SES families as from low SES families expected to obtain a university teaching position later in life.

This strong association between female students' class and career expectations is not as evident within the sample of UCF male education majors, though more low SES than high SES students expected to persist in all levels of teaching. This is especially true with regard to expected university teaching careers. While 18 percent of all male students from high SES families expected to obtain a university teaching position later in life, 27 percent of all UCF male education majors coming from low SES families had similar expectations.

From this data then, one could posit that class is more closely associated with female than male career expectations, with women from lower SES families more likely to remain in K-12 classrooms, and women from higher SES families more likely to pursue university teaching careers. The effects of class on male

career expectations is far less clear, though humble origins do not seem to limit career expectations of male students as they do for female students.

Whereas the data in Table 2 suggested little gender-differentiated patterns with regard to career expectations of male and female education majors sampled at the University of Ife, this is not the case when class is taken into consideration. Though the results must be examined with caution, due to the small number of sampled female students from low SES families, they still suggest that gender-differentiated career expectations may be more prevalent among UNIFE students than originally anticipated.

As with the UCF sample, we find that more UNIFE male and female education majors from low SES than high SES families expected to remain in education or teaching careers, with the exception of university teaching. For example, 63 percent of all low SES female students sampled expected to remain in some type of education career, as compared to 33 percent of all female students from high SES families. Though a similar pattern exists for male students, the data suggest that the effects of class are less obvious on male student career expectations. While twice as many low SES as high SES female students expected to remain in education or a K-12 teaching position, a comparison of male students' career expectations by SES was less significant. Eighteen percent of all male students who came from low SES families expected to remain in a K-12 teaching position, as compared to 13 percent of all male students with high SES families.

The data on university teaching careers posit that Nigerian students who come from high SES families are more likely to become university lecturers later in life, but the low number of responses in this category make the results less reliable.

If we reflect on our earlier discussion which suggested less gender-differentiated career expectations within the Nigerian sample than the Floridian sample, we might now hypothesize that the Nigerian results were due, in part, to the relative high SES of most female students involved in the study. And if the Nigerian female students had been drawn from a broader cross-section of the population, as the University of Central Florida sample, we might expect to find similar patterns of gender-differentiation with regard to career expectations.

What the data imply, then, is that class and gender are related to teacher attrition, but that the effects of class do not remain constant over gender. Fewer males than females expected to remain teachers, regardless of class. Yet it appears that female education majors' career expectations are more closely tied to family SES than are male students' career expectations; with female students from low SES families more likely to remain classroom teachers.

Issues of Teacher Quality

Though the previous discussion has focused on issues of teacher quantity, the literature on teacher attrition also suggests that those who remain in the classroom are less able than those who leave. To examine the quality issue more closely this paper will now review the achievement levels and educational expectations of those education majors involved in the study to determine if class, gender, or career expectations might be associated with academic ability.

While the data in Table 4 suggest that those who leave K-12 teaching have slightly higher self-reported GPAs than those who remain in K-12 teaching, the difference is not significant for either the UCF or UNIFE samples. For example, UCF students expecting to remain K-12 teachers had an average GPA of 2.98, while those who expected to leave had a GPA of 3.04. Likewise, in the Nigerian sample

we find that those education majors who expected to remain K-12 teachers reported GPAs of 3.12 while those expecting to leave K-12 teaching had an average GPA of 3.23. This pattern remained constant when the data were examined by gender.

It is also interesting to note that female students who came from low SES families had the highest self-reported average GPAs in both the Floridian and Nigerian samples. These relatively high average GPAs would suggest that only the most highly qualified female students from low SES families have obtained access to university, while access for most males, and for women from higher SES families may be less a function of academic achievement. This relationship between class and academic ability, particularly in the case of Nigerian female education majors, reinforces the theme that class (and those factors associated with class, such as parental attitudes and economic constraints), and not simply academic ability, are closely associated with issues of university access.

However self-reported GPAs are only one measure of quality of those education majors who chose to remain K-12 teachers, and those who expected to leave. Those students participating in this study were also asked what was the highest level of education they expected to complete (i.e. bachelors, masters or doctorate). When we examine these degree expectations (see Table 5) several trends become apparent. First, regardless of career expectation, fewer female students than male students aspired toward a doctorate. This result was constant in both the UCF and UNIFE samples, and apparently not the direct result of academic ability, as males and females in both university studies had approximately the same average GPAs. Thus the gender of a student, more than a student's level of academic achievement appears to determine educational expectations.

Second, when we review the results of the UCF example we find, not unexpectedly, that more students planning to leave K-12 teaching aspired toward a doctorate as opposed to those who expected to remain in K-12 teaching (30 percent and 13 percent respectively). The results also confirm assumptions that those students aspiring toward university or community colloege teaching careers would maintain the highest level of degree expectations (39% expected to earn a doctorate). However, as 67 percent of those education majors expecting to remain K-12 teachers planned to obtain a masters degree, it would be difficult to support the notion that less academically qualified personnel are attracted into teaching. It also remains problematic whether GPAs and degree expectations can identify those candidates most likely to become accomplished K-12 teachers.

When we review the degree expectations of those Nigerian education majors sampled, the results are inconsistent with those of the UCF sample. First, far more UNIFE than UCF education majors aspired toward doctorates, perhaps due to the more elite nature of the university within the Nigerian context. Second, we find that a greater percentage of those students expecting to remain in the K-12 teaching force expected to obtain doctorates as compared to those who expected to leave K-12 teaching (68 percent and 51 percent respectively). However, as with the UCF sample, educational aspirations of those Nigerian university students expecting to remain K-12 teachers, as well as their average GPAs, suggest that quality, as measured by these indicators, is not an issue when assessing the future university trained teaching force in Nigeria.

Concluding Remarks

The tentative conclusions which can be drawn from this study posit that the areas served by both UCF and UNIFE can expect equal, if not more devastating teacher attrition rates than those revealed in the literature. However, unlike some predictions found in the literature, those students involved in the study who expected to remain classroom teachers did not appear to be any less qualified (with regard to academic achievement and educational goals) than those students who expected to leave K-12 teaching.

This study also set out to determine if socioeconomic status or gender might affect education majors' career expectations, and if the effects of class might differ according to a student's gender. The results of this study suggest that class is related to student career expectations, but that class affects male and female students differently. In particular, when the career aspirations of the female education students at UCF and UNIFE were considered, it became evident that more students from low SES families than high SES families expected to remain teachers. This was not the case with those male education majors sampled, for there appeared to be little if any association between a male student's career expectations and his family's SES.

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TABLE 1

UCF AND UNIFE EDUCATION STUDENTS' RELATIVE SOCIOECONOMIC STATUS

Students	Socioeconomic Status High	Middle	Low
UCF Students (200)	32% (64)	37% (73)	32% (63)
Male (57)	30% (17)	32% (18)	39% (22)
Female (143)	33% (47)	38% (55)	29% (41)
UNIFE Students (200)	28% (56)	30% (60)	42% (84)
Male (140)	16% (23)	29% (41)	54% (76)
Female (60)	55% (33)	32% (19)	13% (8)

Note: A socioeconomic scale was constructed for UCF students using (a) Father's education (university or graduate work = 4; post-secondary or community college = 3; secondary or vocational = 2; elementary = 1), (b) Mother's education (same point scale as Father's education). The sample was then divided into three groups - high, middle, and low SES based on the total number of points scored. (7-8 points = high SES; 5-6 points = middle SES; 2-4 points = low SES).

A socioeconomic scale was constructed for UNIFE students using (a) father's education (university or post-secondary education = 3; secondary or post-primary = 2; primary or no education = 1), (b) father's occupation (professional, managerial, and upper level white collar jobs = 3; lower level white collar jobs = 2; skilled and unskilled workers = 1), (c) number of household items within their permanent home, from a list of ten items (8-10 items = 3; 4-7 items = 2; 0-3 items = 1). The sample was then divided into three groups - high, middle, and low SES - based on the total nuimber of points scored (8-9 points = high SES; 5-7 points = middle SES; 3-4 points = low SES).

TABLE 2

UCF AND UNIFE EDUCATION STUDENTS' CAREER EXPECTATIONS (By Gender)

Career Expectation	STUDENTS					
	UCF			UNIFE		
	Total (200)	Female (143)	Male (57)	Total (200)	Female (60)	Male (140)
Initial Career In Education	96% (192)	96% (137)	96% (55)	72% (144)	77% (146)	70% (98)
Lifetime Career In Education	81% (161)	80% (114)	82% (47)	39% (77)	40% (24)	38% (53)
Initial Teaching Career (K-12)	94% (188)	94% (134)	95% (54)	36% (72)	38% (23)	35% (49)
Lifetime Teaching Career (K-12)	39% (78)	45% (64)	25% (14)	16% (31)	13% (8)	16% (23)
Initial Teaching Career (K-Univ.)	95% (190)	95% (136)	95% (54)	63% (126)	65% (39)	62% (87)
Lifetime Teaching Career (K-Univ.)	55% (109)	57% (82)	47% (27)	24% (48)	23% (14)	24% (34)

TABLE 3

UCF AND UNIFE EDUCATION STUDENTS' CAREER EXPECTATIONS
(By Gender and SES)

Career Expectations	UCF STUDENTS' SES								
	High (64)	Middle (73)	Low (63)	Female			Male		
				High (47)	Middle (55)	Low (41)	High (17)	Middle (18)	Low (22)
Initial Career in Education	97% (62)	95% (69)	97% (61)	96% (45)	95% (52)	98% (40)	100% (17)	94% (17)	95% (21)
Lifetime Career in Education	80% (51)	77% (56)	86% (54)	79% (37)	78% (43)	83% (14)	82% (14)	72% (13)	91% (20)
Initial Teaching Career (K-12)	95% (61)	92% (67)	95% (60)	94% (44)	93% (51)	95% (39)	100% (17)	89% (16)	95% (21)
Lifetime Teaching Career (K-12)	34% (22)	36% (26)	48% (30)	38% (18)	40% (22)	59% (24)	24% (4)	22% (4)	27% (6)
Initial Teaching Career (K-Univ.)	95% (61)	93% (68)	97% (61)	94% (44)	95% (52)	98% (40)	100% (17)	89% (16)	95% (21)
Lifetime Teaching Career (K-Univ.)	55% (35)	49% (36)	60% (38)	60% (28)	51% (28)	63% (26)	41% (7)	44% (8)	55% (12)
Lifetime University Teaching Career	20% (13)	14% (10)	13% (8)	21% (10)	11% (6)	5% (2)	18% (3)	22% (4)	27% (6)

TABLE 3 (continued)

Career Expectations	UNIFE STUDENTS' SES								
				Female			Male		
	High (56)	Middle (60)	Low (84)	High (33)	Middle (19)	Low (8)	High (23)	Middle (41)	Low (76)
Initial Career in Education	64% (36)	75% (45)	75% (63)	70% (23)	84% (16)	88% (7)	57% (13)	71% (29)	74% (56)
Lifetime Career in Education	32% (18)	37% (22)	44% (37)	33% (11)	42% (8)	63% (5)	30% (7)	34% (14)	42% (32)
Initial Teaching Career (K-12)	23% (13)	35% (21)	45% (38)	30% (10)	42% (8)	63% (5)	13% (3)	32% (13)	43% (33)
Lifetime Teaching Career (K-12)	13% (7)	13% (8)	19% (16)	12% (4)	11% (2)	25% (2)	13% (3)	15% (6)	18% (14)
Initial Teaching Career (K-Univ.)	50% (28)	70% (42)	67% (56)	61% (20)	63% (12)	88% (7)	35% (8)	73% (30)	64% (49)
Lifetime Teaching Career (K-Univ.)	25% (14)	23% (14)	24% (20)	24% (8)	21% (4)	25% (2)	26% (6)	24% (10)	24% (18)
Lifetime University Teaching Career	13% (7)	8% (5)	6% (5)	12% (4)	5% (1)	13% (1)	13% (3)	10% (4)	5% (4)

TABLE 4

UCF AND UNIFE EDUCATION STUDENTS' ACHIEVEMENT LEVEL
(Self-Reported GPA's)

Category	UCF			UNIFE		
	Total (200)	Female (143)	Male (57)	Total (200)	Female (60)	Male (140)
All Students	2.99	3.00	2.95	3.17	3.12	3.18
Career Expectations						
Remain Teacher (K-12)	2.98	2.98	3.00	3.13	3.23	3.05
Leave Teaching (K-12)	3.04	3.05	3.02	3.23	3.24	3.20
Remain Teacher (Univ)	2.84	2.85	2.83	3.33	3.14	3.58
Socioeconomic Status						
High	2.85	2.81	2.95	3.12	3.10	3.16
Middle	2.98	3.03	2.80	3.19	3.05	3.26
Low	3.02	3.17	3.14	3.18	3.40	3.15

TABLE 5

UCF AND UNIFE EDUCATION STUDENTS' DEGREE EXPECTATIONS
(By Career Expectations)

Degree Expectations	UCF Students' Career Expectations								
	Remain Teacher (K-12)			Leave Teaching (K-12)			Remain Teacher (Univ.)		
	Total (78)	Female (64)	Male (14)	Total (82)	Female (55)	Male (27)	Total (31)	Female (18)	Male (13)
Bachelor's Degree	21% (16)	19% (12)	29% (4)	9% (7)	5% (3)	15% (4)	--	--	--
Master's Degree	67% (52)	69% (44)	57% (8)	61% (50)	69% (38)	44% (12)	61% (19)	72% (13)	46% (6)
Doctorate	13% (10)	13% (8)	14% (2)	30% (25)	25% (14)	41% (11)	39% (12)	28% (5)	54% (7)

	UNIFE Students' Career Expectations								
	Remain Teacher (K-12)			Leave Teaching (K-12)			Remain Teacher (Univ.)		
	Total (31)	Female (8)	Male (23)	Total (41)	Female (15)	Male (26)	Total (17)	Female (6)	Male (11)
Bachelor's Degree	16% (5)	--	22% (5)	20% (8)	20% (3)	19% (5)	--	--	--
Master's Degree	16% (5)	50% (4)	4% (1)	29% (12)	33% (5)	27% (7)	29% (5)	33% (2)	27% (3)
Doctorate	68% (21)	50% (4)	74% (17)	51% (21)	47% (7)	54% (14)	71% (12)	67% (4)	73% (8)